

QUALITY TIME LEARNING CENTER

**8101 Georgia Avenue
Silver Spring, MD 20910**

****Accepting Enrollment Year-Round****

Academic 3's Program



ACADEMIC 3'S PROGRAM

Dear Parents:

We would like to take this time to welcome you and your child to the Academic 3's classroom. We are looking forward to another academically challenging and fun year.

Our academic 3's program is based on The Creative Curriculum a developmentally appropriate curriculum that research has shown to be effective in providing school readiness. The curriculum starts with observation of children and setting learning goals for each child. We use The Creative Curriculum Gold Assessment Tool to define where the child is at in 4 basic areas.

1. Social Emotional Development:

Young children's social/emotional development involves the way they feel about themselves, their understanding of feelings, their ability to regulate emotions and express them appropriately, and their capacity for building relationships with others.

2. Physical Development:

Physical development refers to gradually gaining control over large and small muscles. Gross motor (or large muscle) skills, allow a child to do such things as roll over, sit, crawl, walk, run, and throw a ball. Fine motor (or small muscle) skills, such as holding, pinching, and flexing fingers, eventually enable children to do such things as draw, write, eat with utensils, and cut with scissors.

3. Cognitive Development:

Cognitive development involves the way children think, develop understandings about the world and what they learn to reason and solve problems infants, toddler, and twos interact with others and use all of their senses and motor skills, actively to construct their own understandings about the people and object in their environment.

4. Language Development:

Language development is one of children's major accomplishments during the first 3 years of life. The progress from communicating needs through facial expressions, gestures, body movements, and crying to communicating through verbal or sign language.

Through the use of different topics of study, we provide children with the knowledge of the world around them while giving them the opportunity to practice the skills they need to be successful in school and in life.

We always welcome parent participation and visits. If you have any questions or concerns through the course of your child's day, please do not hesitate to confer with us or stop by the office.

Sincerely,

Academic 3's Teachers

CLASSROOM DO'S AND DON'TS

DO'S

Read your Parent Handbook thoroughly.

Upon arrival and departure please greet your teachers.

Parents are asked that their children are in class no later than 9:00 a.m. for the academic session of the day.

When you arrive after 9:00 a.m., if you are permitted to accompany your child to class, please enter the classroom quietly.

Blankets and sheets are to be taken home every Friday.

Please provide two changes of clothes for your child at all times.

You must notify the office if another relative/person will be picking up your child.

Children with food allergies are recommended to bring their own food.

Please inform teachers when your child is on medication or is out do to sickness.

DON'TS

Children are not allowed to wear open toe shoes.

Children are to stay home if they have a temperature of 100 degrees or have diarrhea the night before. If your child develops a fever while at the center please do not bring them in the following day.

Please do not bring any toys to school except on designated show-and-share day.

Please do not leave medication in cubbies, all medication must go to the office.

Please do not remove children from the playground and classroom without notifying teachers.

Please do not give food to your child in the classroom, except at routine/regular mealtimes.

Children are not allowed to wear **BOOTS** in the classroom. **(Please bring in an extra pair of shoes for change)**

The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of those objectives, and help clarify what it addresses.

SOCIAL-EMOTIONAL	LANGUAGE
1. Regulate own emotions and behaviors	8. Listens to and understands increasingly complex language
a. Manages feelings	a. Comprehends language
b. Follows limits and expectations	b. Follow directions
c. Takes care of own needs appropriately	9. Uses language to express thoughts and needs
2. Establishes and sustains positive relationships	a. Uses an expanding expressive vocabulary
a. Forms relationships with adults	b. Speaks clearly
b. Responds to emotional cues	c. Uses conventional grammar
c. Interacts with peers	d. Tells about another time or place
d. Makes friends	10. Uses appropriate conversational and other communication skills
3. Participates cooperatively and constructively in group situations	a. Engages in conversations
a. Balances needs and rights of self and others	b. Uses social rules of language
b. Solves social problems	COGNITIVE
PHYSICAL	11. Demonstrates positive approaches to learning
4. Demonstrates traveling skills	a. Attends and engages
5. Demonstrates balancing skills	b. Persists
6. Demonstrates gross-motor manipulative skills	c. Solves problems
7. Demonstrates fine-motor strength and coordination	d. Shows curiosity and motivation
a. Uses fingers and hands	e. Shows flexibility and inventiveness in thinking
b. Uses writing and drawing tools	12. Remembers and connects experiences
	a. Recognizes and recalls
	b. Makes connections
	13. Uses classification skills
	14. Uses symbols and images to represent something not present
	a. Thinks symbolically
	b. Engages in socio-dramatic play

LITERACY	SCIENCE AND TECHNOLOGY
15. Demonstrates phonological awareness	24. Uses scientific inquiry skills
a. Notices and discriminates rhyme	25. Demonstrates knowledge of the characteristics of living things
b. Notices and discriminates alliteration	26. Demonstrates knowledge of the physical properties of objects and materials
c. Notices and discriminates smaller and smaller units of sounds	27. Demonstrates knowledge of Earth's environment
16. Demonstrates knowledge of the alphabet	28. Uses tools and other technology to perform tasks
a. Identifies and names letters	SOCIAL STUDIES
b. Uses letter-sounds knowledge	29. Demonstrates knowledge about self
17. Demonstrates knowledge of print and its uses	30. Shows basic understanding of people and how they live
a. Uses and appreciates books	31. Explores change related to familiar people and how they live
b. Uses print concepts	32. Demonstrates simple geographic knowledge
18. Comprehends and responds to books and other text	THE ARTS
a. Interacts during read-aloud and book conversations	33. Explores the visual arts
b. Uses emergent reading skills	34. Explores musical concepts and expression
c. Retells stories	35. Explores dance and movement concepts
19. Demonstrates emergent writing skills	36. Explores drama through actions and language
a. Writes names	ENGLISH LANGUAGE ACQUISITION
b. Writes to convey meaning	37. Demonstrates progress in listening to and understanding English
MATHEMATICS	38. Demonstrates progress in speaking English
20. Uses number concepts and operations	
a. Counts	
b. Quantifies	
c. Connects numerals with their quantities	
21. Explores and describes spatial relationships and shapes	
a. Understands spatial relationships	
b. Understands shapes	
22. Compares and measures	
23. Demonstrates knowledge of patterns	

What to Bring for Academic 3's

2 Pocket Folders

2 Primary Pencils (Fat Kind)

1 Beginner Writing Pad (3 Lines)

1 School Box

2 Glue Sticks

1 Box of Crayons (24ct)

Quality Time Polo Shirt with (Logo)

Fitted Sheet

Blanket

2 Changes of Clothes

Academic 3's Textbook :(Get Ready for Pre-K by Jane Carole)

ISBN: 978-0-7624-6989-5